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ABSTRACT

This guide to Delaware social studies standards for grades K-5 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

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ED 464 867

SOCIAL STUDIES

STANDARDS

END OF GRADE CLUSTER BENCHMARKS

PERFORMANCE INDICATORS

SO 033 809

Grades K-5

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Topical Pathways
K-5 Social Studies

	CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
K	Government Politics Citizenship Participation	Personal Economics (Microeconomics)	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Similarities and Differences in Life Now and in the Past • Important People and Events in the Past
1	Government Politics Citizenship Participation	Personal Economics (Microeconomics) Financial Systems (Macroeconomics) International Trade	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Similarities and Differences Between Life Now and in the Past • Important People and Events in the Past • Similarities and Differences Among Cultures Throughout the World
2	Government Politics Citizenship Participation	Personal Economics (Microeconomics) Financial Systems (Macroeconomics) Economic Systems International Trade	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Similarities and Differences Between Life Now and in the Past • Important People and Events in the Past • Similarities and Differences Among Cultures Throughout the World
3	Government Politics Citizenship Participation	Personal Economics (Microeconomics) Financial Systems (Macroeconomics) Economic Systems International Trade	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Similarities and Differences Between Life Now and in the Past • Important People and Events in the Past • Similarities and Differences Among Cultures Throughout the World
4	Government Politics Citizenship Participation	Personal Economics (Microeconomics) Financial Systems (Macroeconomics) Economic Systems International Trade	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Identify and Describe Major Events and People in Delaware and United States History • Analyze the Impact of Major Themes in Delaware and United States History
5	Government Politics Citizenship Participation	Personal Economics (Microeconomics) Financial Systems (Macroeconomics) Economic Systems International Trade	Maps, Globes, and Other Geo-graphics Mental Mapping Environment Places Regions	Chronology Analysis Interpretation Content: • Identify and Describe Major Events and People in Delaware and United States History • Analyze the Impact of Major Themes in Delaware and United States History

CIVICS Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that leaders are sometimes chosen by election, and that elected officials are expected to represent the interests of the people who elected them.
- understand that positions of authority, whether elected, appointed, or familial, carry responsibilities and should be respected.

By the end of grade 5 students will be able to:

- understand that governments have a variety of structures and exist for many purposes and that in America these are explained in the United States and State constitutions.
- understand that the United States government is divided into executive, legislative, and judicial branches, each with specific responsibilities and powers.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Government

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.401 explain why rules must be followed. K.402 identify people in the family and school who hold positions of authority.	Students will be able to: 1.401 make choices regarding classroom issues. 1.402 explain the responsibilities of people in positions of authority at home and in school.	Students will be able to: 2.401 identify various people and groups who make, apply, and enforce rules and laws for others (e.g., adult family members, teachers, elected officials). 2.402 identify an elected official in the local community, in Delaware, and in the United States. 2.403 describe several ways that citizens demonstrate respect for positions of authority.	Students will be able to: 3.401 explain the differences between power (e.g., ability to direct and control) and authority (e.g., power that people have the right to use because of custom, law, or the consent of the governed). 3.402 define several purposes for government. 3.403 explain that elected officials have a responsibility to represent the interests of the people who elected them. 3.404 explain responsibilities of elected leaders.	Students will be able to: 4.401 distinguish between constitutional and non-constitutional governments. 4.402 provide examples of ways the U.S. government interacts with other governments in the world (e.g., diplomacy, treaties, military force, trade). 4.403 explain why the world is divided into many different nations. 4.404 define the purpose of Delaware's Constitution and the United States Constitution. 4.405 identify the three branches of government as defined by the United States Constitution.	Students will be able to: 5.401 explain why it is important for nations to resolve problems peacefully. 5.402 explain the main function of each of the three branches of government as defined by the United States Constitution. 5.403 explain the system of "checks and balances" as outlined by the United States Constitution.

CIVICS Standard Two: Students will understand the principles and ideals underlying the American political system.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

By the end of grade 5 students will be able to:

- understand that the principle of "due process" means that the government must follow its own rules when taking actions against a citizen.
- understand that a society based on the ideal of individual liberty requires a commitment on the part of its citizens to the principles of civic responsibility and personal civility.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Politics

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.403 distinguish between an appropriate and an inappropriate behavior.	Students will be able to: 1.403 give examples of ways to show respect for others. 1.404 explain the characteristics of a "good rule" (e.g. understandable, fair, promotes common good, protects individuals). 1.405 identify similarities and differences among people (e.g. cultural, racial, ethnic).	Students will be able to: 2.404 explain why the property and opinions of others should be respected. 2.405 explain how a good rule or law is fair and solves a specific problem. 2.406 describe some advantages of diversity.	Students will be able to: 3.405 explain the necessity for rules and laws to protect individuals' rights. 3.406 apply criteria (e.g. understandable, fair, promotes common good, protects individual) useful in evaluating rules and laws. 3.407 explain why the United States has such a diverse population.	Students will be able to: 4.406 list three civic responsibilities of a United States citizen (e.g. obey laws, vote, pay taxes). 4.407 provide an example of a citizen's rights and the limitations to that right. 4.408 identify examples of conflicts cause by diversity (e.g. discrimination, alienation).	Students will be able to: 5.404 explain the connection between rights and responsibilities under the United States Constitution. 5.405 explain "due process" and its impact on the citizenry. 5.406 describe ways that conflicts about issues, such as unfair treatment or diversity, can be resolved in a peaceful manner that respects individual rights and promotes the common good.

CIVICS Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that American citizens have distinct responsibilities (such as voting), rights (such as free speech and freedom of religion), and privileges (such as driving).

By the end of grade 5 students will be able to:

- identify the fundamental rights of all American citizens as enumerated in the Bill of Rights.

- apply the protections guaranteed in the Bill of Rights to an analysis of everyday situations.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Citizenship

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.404 identify personal responsibilities.	Students will be able to: 1.406 classify choices as appropriate or inappropriate. 1.407 explain how appropriate choices can lead to privileges.	Students will be able to: 2.407 define rights, responsibilities, and privileges. 2.408 explain how personal choices can affect rights and privileges.	Students will be able to: 3.408 explain what it means to be an American Citizen. 3.409 list three responsibilities of an American citizen (e.g. take care of self/family, voting). 3.410 describe the fundamental values of American democracy (e.g. human rights, common good, justice, equality of opportunity).	Students will be able to: 4.409 explain what the Bill of Rights is. 4.410 list five of the rights guaranteed by the Bill of Rights. 4.411 describe some fundamental principles of American democracy (e.g. people rule themselves, power of government limited by law, people exercise their authority directly through voting and indirectly through elected representatives).	Students will be able to: 5.407 list and explain the rights guaranteed by the Bill of Rights. 5.408 give examples of ways the Bill of Rights directly affects everyday life.

CIVICS Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

By the end of grade 5 students will be able to:

- understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day.
- identify and employ the formal and informal methods by which democratic groups function.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Participation

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.405 demonstrate how to work cooperatively through sharing and taking turns.	Students will be able to: 1.408 demonstrate how to work cooperatively toward a specific goal.	Students will be able to: 2.409 demonstrate how to achieve a goal by dividing responsibilities within a group.	Students will be able to: 3.411 define the objective(s) of a project and cooperatively complete project.	Students will be able to: 4.412 identify characteristics of an effective political leader. 4.413 state formal qualifications for a political office as stated in the United States Constitution. 4.414 identify current issues that a candidate could address.	Students will be able to: 5.409 propose current issues that a candidate could address. 5.410 advocate a position on a current issue and describe possible action(s) taken to advance the cause (e.g. circulating petitions, attending meetings, supporting causes). 5.411 access the names of elected representatives at the local, state, and national level.

GEOGRAPHY Standard One: Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand the nature and uses of maps, globes, and other geo-graphics.

By the end of grade 5 students will be able to:

- demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Mental Mapping

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.406 use landmarks at home or school to way find, using directional and positional words (up/down, left/right, next to/in the middle, near/far, here/there).	Students will be able to: 1.409 use directional words (forward, back, left, right) to link landmarks by relative location (e.g. location of school in relation to home). 1.410 use models (e.g., blocks) to recreate familiar locations (e.g. classroom).	Students will be able to: 2.410 relate cardinal directions to directional words.	Students will be able to: 3.412 use cardinal directions when referring to places on maps and globes at different scales. 3.413 create a mental map route to a particular place within the school and explain why each individual's mental map is unique. 3.414 demonstrate that home and school are located in an expanding hierarchy of places from local to global.	Students will be able to: 4.415 construct from memory a sketch map of Delaware that includes: approximate shape; correct location relative to surrounding states and bodies of water; major physical features; major political features; a title, compass rose and legend 4.416 construct a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada & Mexico) and bodies of water (Atlantic, Pacific); Delaware's location; title, compass rose and legend.	Students will be able to: 5.412 use intermediate compass directions (e.g. north-west, south-west), prime meridian, equator, tropics of Cancer and Capricorn, and Arctic and Antarctic circles, when referring to places on maps and globes at different scales. 5.413 construct from memory a sketch map of the United States (including Alaska and Hawaii) that includes: approximate shape; correct location relative to surrounding countries (Canada and Mexico and bodies of water; major physical features; major political features; and title, compass rose and legend.

GEOGRAPHY Standard One: Students will develop a personal geographic framework, or "mental map", and understand the uses of maps and other geo-graphics.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand the nature and uses of maps, globes, and other geo-graphics.

By the end of grade 5 students will be able to:

- demonstrate development of mental maps of Delaware and of the United States which include the relative location and characteristics of major physical features, political divisions, and human settlements.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Maps, Globes and other Geo-Graphics

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.407 recognize that maps and globes are models of the world. K.408 know the difference between a map and a globe.	Students will be able to: 1.411 use maps and globes to describe the distance and direction of a route. 1.412 recognize that pictorial symbols represent real objects. 1.413 use map elements (title, date, legend, author) when drawing a simple map. 1.414 use air photos to identify landmarks.	Students will be able to: 2.411 interpret map symbols using a legend. 2.412 demonstrate how to use a map for way finding. 2.413 distinguish between different map types (physical, political, cultural) and map scales (state, U.S., world). 2.414 use maps and aerial views to distinguish between natural and human-made features.	Students will be able to: 3.415 locate Delaware, continents, oceans, the United States, the equator, the poles, and the prime meridian on a map and a globe. 3.416 use overlay maps of the same area showing two different types of data (e.g. rivers and towns) to explain the relationships between them. 3.417 construct a map that shows the location of several landmarks (e.g. illustrate the setting of a story).	Students will be able to: 4.417 use maps and other geo-graphics to interpret information about Delaware (e.g. significance of relative location, characteristics of physical and human geography). 4.418 create maps that are accurate with respect to direction, scale, and the location of objects or places. 4.419 locate places on maps and globes using a grid system (latitude and longitude).	Students will be able to: 5.414 use maps and other geo-graphics to interpret information about the U.S. (e.g. significance of relative location, characteristics of physical and human geography). 5.415 create a thematic map from tabular data that is accurate with respect to direction, scale, location and legend.

Performance Indicators
Topic: Maps, Globes and other Geo-Graphics (Cont'd)

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
		Students will be able to: 2.415 use map elements (title, date, legend, author and orientation) when drawing a simple map.	Students will be able to: 3.418 draw a map of a route following instructions that include cardinal directions. 3.419 use map elements (title, date, legend, author, orientation and scale) when drawing a simple map.		

GEOGRAPHY Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- distinguish different types of climate and landforms and explain why they occur.

By the end of grade 5 students will be able to:

- apply a knowledge of topography, climate, soils, and vegetation of Delaware and the United States to understand how human society alters, and is affected by, the physical environment.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Environment

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.409 use maps and a globe to distinguish between land and water. K.410 identify different types of weather. K.411 use pictures to explain how land, water and air are used by humans. K.412 use pictures to identify the physical features of different places, including school grounds.	Students will be able to: 1.415 use maps and a globe to distinguish between continents and oceans, rivers and mountains. 1.416 describe how climate changes with the seasons in the local area, and how people adapt to the changes. 1.419 explain how the flow of water (rivers, streams), wind and waves shape physical features.	Students will be able to: 2.416 identify continents and principal oceans on maps and globes. 2.417 describe how climate changes with the seasons in different parts of the world, and how people adapt to the changes. 2.418 distinguish among various types of landforms (e.g. rivers, hills, mountains, plateaus, valleys).	Students will be able to: 3.420 identify major world mountains, rivers, and deserts on maps and globes. 3.421 explain the causes of night and day. 3.422 explain in simple terms how landforms (e.g. rivers, hills, mountains, plateaus, valleys) were created and change. 3.423 describe ways in which people in different parts of the world change their environment (e.g. cutting trees, damming rivers, polluting the air).	Students will be able to: 4.420 explain how the environment (topography, climate, soils, vegetation, animals) influences the way people live and work in Delaware. 4.421 list ways in which people in Delaware have changed the environment (topography, climate, soils, vegetation, animals).	Students will be able to: 5.416 list and explain ways how the environment (topography, climate, soils, vegetation, animals, natural hazards) influences the way people live and work in the United States. 5.417 list and explain the impact, and predict the consequences of human actions on natural environments in the United States (topography, climate, soils, vegetation, animals). 5.418 demonstrate understanding of the difference between renewable and non-renewable resources, using examples from Delaware and the United States.

GEOGRAPHY Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- identify types of human settlement, connections between settlements, and the types of activities found in each.

By the end of grade 5 students will be able to:

- understand the reasons for the locations of human activities and settlements and the routes connecting them in Delaware and in the United States.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Places

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.413 distinguish between home and school, and activities found in each. K.414 recognize that there are different types of homes in different places.	Students will be able to: 1.420 describe the different activities that occur in cities, towns, and villages. 1.421 explain that a community's location can affect how it's people live. 1.422 describe how food and dress vary in different parts of the world.	Students will be able to: 2.419 identify different types of transportation and communication links between communities. 2.420 explain how communities share ideas, information, and goods with each other. 2.421 identify the ways that communities of the same size share common characteristics in different parts of the United States. 2.422 explain the differences between rural and urban places.	Students will be able to: 3.424 explain differences in dress, food, and ways of life between human settlements. 3.425 explain why communities share ideas, information, and goods with each other, and how such information and materials are transported. 3.426 explain how the size of a community affects the number and volume of links to other places. 3.427 explain the term suburban.	Students will be able to: 4.422 use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in Delaware over time. 4.423 explain how different forms of transportation and communications contribute to the growth and changing character of settlements in Delaware over time.	Students will be able to: 5.419 use the geographical concepts of site and situation to explain the changing location of economic and cultural activities and settlements in the United States over time. 5.420 explain how different forms of transportation and communications contribute to the changing character of settlements in the United States.

GEOGRAPHY Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

By the end of grade 5 students will be able to:

- apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural, and other types of regions.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Regions

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.415 identify different areas (regions) of the classroom on a floor map.	Students will be able to: 1.423 distinguish different areas (regions) on a map of the school. 1.424 describe places in the local area where similar activities occur.	Students will be able to: 2.423 describe the way one region differs from another (e.g. how a business area differs from a residential area). 2.424 identify the different regions that make up a community.	Students will be able to: 3.428 list the ways a community is different from surrounding areas. 3.429 draw boundaries on a map to divide areas into regions. 3.430 compare older maps with newer maps of a region to determine how boundaries have changed. 3.431 identify ways in which regions are connected.	Students will be able to: 4.424 describe how a local region is defined and studied. 4.425 describe how a region can change over time. 4.426 recognize regions of Delaware defined by cultural factors (language, ethnicity, historical events, customs) 4.427 recognize regions of Delaware defined by physical factors (climate, topography, vegetation, soils) 4.428 recognize the regions of Delaware defined by economic factors (natural resources, economic activity, population distribution).	Students will be able to: 5.421 recognize regions of the United States defined by cultural factors (language, ethnicity, historical events, customs). 5.422 recognize regions of the United States defined by physical factors (climate, topography, vegetation, soils). 5.423 recognize regions of the United States defined by economic factors (natural resources, economic activity, population distribution). 5.424 explain how forms of transportation and communication have changed the regions of Delaware and the United States over time.

ECONOMICS Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.
- apply the concept that economic choices require the balancing of costs incurred with benefits received.

By the end of grade 5 students will be able to:

- understand that prices in a market economy are determined by the interaction of supply and demand, with governments intervening to deal with market failures.
- understand that consumers and producers make economic choices based on supply, demand, access to markets, and the actions of the government.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Personal Economics (Microeconomics)

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.416 define wants as something people desire. K.417 explain why people cannot have everything they want.	Students will be able to: 1.425 understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants. 1.426 define goods as objects that can satisfy people's wants, and services as activities that can satisfy people's wants. 1.427 distinguish between goods and services. 1.428 explain that whenever a choice is made, something is given up. 1.429 identify consumers and producers.	Students will be able to: 2.425 define productive resources (natural, human, capital) as something used in the production of goods and services. 2.426 explain how people's choices determine how resources will be used. 2.427 explain how choices involve opportunity costs. 2.428 define scarcity. 2.429 distinguish between consumers and producers	Students will be able to: 3.432 explain that a cost is what you give up when you decide to do something. 3.433 explain that a benefit is something that satisfies your wants. 3.434 weigh the costs and benefits related to choices. 3.435 explain how scarcity affects individual and family choices.	Students will be able to: 4.429 define demand, supply, and market price, quantity demanded and quantity supplied. 4.430 define price as what people pay when they buy a good or service, and what they receive when they sell a good or service. 4.431 explain how market prices are determined through the decisions made by buyers and sellers. 4.432 explain how competition takes place when there are many buyers and sellers of similar products.	Students will be able to: 5.425 describe a situation in which government action influences supply and demand for a product(s) or service(s). 5.426 explain that consumers and producers make choices based on market conditions. 5.427 describe how competition among sellers results in lower costs and prices, higher product quality, and better customer service. 5.428 explain how income determines access to markets. 5.429 explain how consumers determine what will be produced.

Performance Indicators
Topic: Personal Economics (Microeconomics-Cont'd)

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
				Students will be able to: 4.433 explain that higher prices for a good or service provide incentives for buyers to purchase less of that good or service and for producers to make or sell more of it. Lower prices for a good or service provide incentives for buyers to purchase more of that good or service and for producers to make or sell less of it. 4.434 explain how government actions can create surpluses and shortages.	Students will be able to: 5.430 explain how producers determine how goods and services are produced and how resources are used. 5.431 explain how the actions of government, such as taxes and regulations, influence consumer and producer decisions.

ECONOMICS Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand how barter, money, and other media are employed to facilitate the exchange of resources, goods, and services.

By the end of grade 5 students will be able to:

- understand the role of banks and other financial institutions in the economy.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Financial Systems (Macroeconomics)

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
	Students will be able to: 1.430 explain how wants are satisfied by an exchange of resources.	Students will be able to: 2.430 distinguish between consumers and producers. 2.431 define barter as the direct trading of goods and services between people. 2.432 define money as anything widely accepted in an exchange for goods and services. 2.433 explain how barter and money facilitate exchanges.	Students will be able to: 3.436 explain the differences between barter and money systems. 3.437 list other media employed to facilitate exchanges (e.g. credit cards, checks). 3.438 list goods that have been used to facilitate exchanges (e.g., wampum, tobacco). 3.439 compare barter and money and explain the advantages and disadvantages of each. 3.440 explain that people trade goods and services for other goods and services or money because they expect to benefit.	Students will be able to: 4.435 describe services a bank provides. 4.436 define savings as the part of income not spent on taxes or consumption. 4.437 define interest rate as a price of money that is borrowed or saved. 4.438 explain that banks are institutions where people save money and earn interest. 4.439 explain that banks are institutions where people borrow money and pay interest.	Students will be able to: 5.432 explain that banks and other financial institutions channel funds from savers to borrowers and investors. 5.433 provide examples of several types of financial institutions and tell how they differ. 5.434 describe how banks make a profit. 5.435 explain the role of financial institutions in a market economy. 5.436 describe the role of banks and other financial institutions in the local community.

ECONOMICS Standard Three: Students will understand different types of economic systems and how they change.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- identify human wants and the various resources and strategies which have been used to satisfy them over time.

By the end of grade 5 students will be able to:

- identify different means of production, distribution, and exchange used within economic systems in different times and places.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Economic Systems

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
	Students will be able to: 1.431 describe natural resources as "gifts from nature" that have not been changed by humans (e.g., land, water).	students will be able to: 2.434 identify human resources as the workers who produce a good or a service. 2.435 identify different ways to distribute goods, services, and resources. 2.436 explain that no method of distributing goods, services and resources can satisfy all wants.	students will be able to: 3.441 identify capital resources as the man-made goods that are not used up in the production process (e.g., building, tools, equipment). 3.442 list the advantages and disadvantages of the different ways to distribute goods, services, and resources. 3.443 recognize that ways of allocating resources change over time. 3.444 recognize that over time productive resources (natural, human, and capital) have been used in different ways to satisfy wants.	students will be able to: 4.440 explain the differences among various economic systems as to the way each allocates its resources, goods, and services. 4.441 explain that how a society decides to use its limited resources determines the type of economic system it has. 4.442 give examples of different ways goods and services have been produced in different times and places. 4.443 describe the means by which goods and services and resources have been exchanged (barter, commodity money, fiat money) in different places and times.	Students will be able to: 5.437 explain that there are different ways to distribute goods and services(by prices, command, majority rule, contest, force, first-come, first-served, sharing equally, lottery, personal characteristics and others) and there are advantages and disadvantages to each. 5.438 state the advantages and disadvantages of different means of production in different times and places. 5.439 examine the costs and benefits of various means of exchange used in different times and places. 5.440 explain how standards of living increase as the productivity of labor improves.

Performance Indicators
Topic: Economic Systems (Cont'd)

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
				Students will be able to: 4.444 define productivity and analyze different ways of increasing productivity (specialization and division of labor, investment in capital such as tools and machinery, and investment in human capital).	Students will be able to: 5.441 state the advantages and disadvantages of increasing productivity. 5.442 define technological change as an advance in knowledge leading to new and improved goods and services and better ways of producing them.

ECONOMICS Standard Four: Students will examine the patterns and results of international trade.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that the exchange of goods and services around the world creates economic interdependence between people in different places.

By the end of grade 5 students will be able to:

- demonstrate how international trade links countries around the world and can improve the economic welfare of nations.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: International Trade

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
	Students will be able to: 1.432 explain what it means to depend on others for economic wants 1.433 recognize that many products come from many places.	Students will be able to: 2.437 explain that most workers specialize in producing a few goods and services. 2.438 explain that specialized workers are interdependent.	Students will be able to: 3.445 explain how trade promotes interdependence. 3.446 explain that individuals trade in order to satisfy wants of people in different places.	Students will be able to: 4.445 provide an example of how international trade links people in different countries. 4.446 give reasons why people in different countries trade. 4.447 explain that people voluntarily exchange goods and services because they expect to be better off after the exchange.	Students will be able to: 5.443 explain how international trade promotes specialization and division of labor and increases output and consumption. 5.444 explain how international trade affects individuals, businesses and countries. 5.445 explain how international trade creates interdependence.

HISTORY Standard One: Students will employ chronological concepts in analyzing historical phenomena.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- use clocks, calendars, schedules, and written records to record or locate events in time.

By the end of grade 5 students will be able to:

- study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Chronology

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.418 use calendars to keep track of specific events. K.419 sequence daily activities.	Students will be able to: 1.434 sequence selected basic historical events.	Students will be able to: 2.439 place selected historical events on a simple timeline.	Students will be able to: 3.447 correctly interpret a sequence of historical events using a timeline.	Students will be able to: 4.448 arrange selected historical events chronologically. 4.449 explain cause-effect relationships among selected events.	Students will be able to: 5.446 gather and arrange historical events chronologically. 5.447 propose and support cause-effect relationships among selected events.

HISTORY Standard Two: Students will gather, examine, and analyze historical data.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- use artifacts and documents to gather information about the past.

By the end of grade 5 students will be able to:

- identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
- examine historical materials relating to a particular region, society, or theme; chronologically arrange them, and analyze change over time.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Analysis

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.420 distinguish between items that are old and new.	Students will be able to: 1.435 recognize an item as an artifact.	Students will be able to: 2.440 use artifacts and documents to gather information about the past.	Students will be able to: 3.448 analyze an artifact/document and determine its historical significance.	Students will be able to: 4.450 define primary and secondary sources. 4.451 chronologically arrange artifacts and/or historical documents.	Students will be able to: 5.448 explain why an item is either a primary or secondary source. 5.449 chronologically arrange artifacts and/or historical documents and defend the arrangement. 5.450 analyze change over time using a given set of related artifacts.

HISTORY Standard Three: Students will interpret historical data.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.

By the end of grade 5 students will be able to:

- explain why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point-of-view of the author.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Interpretation

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.421 describe the characteristics of an artifact.	Students will be able to: 1.436 infer how an artifact might be used and who might use it.	Students will be able to: 2.441 associate an artifact with its correct historical period. 2.442 examine an artifact/document and draw conclusions about who used it and why it was used.	Students will be able to: 3.449 explain how an author's point-of-view influences an historical account.	Students will be able to: 4.452 explain why historical accounts of the same event may differ.	Students will be able to: 5.451 form a conclusion(s) using historical data concerning the same event and validate the conclusion(s).

HISTORY Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

End of Cluster Expectations

By the end of grade 3 students will be able to:

- develop an understanding of the similarities between families now and in the past, including:
  -- Daily life today and in other times
  -- Cultural origins of customs and beliefs around the world

- develop an awareness of major events and people in United States and Delaware history.
  -- Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups)
  -- Important people in our past
  -- Different kinds of communities in Delaware and the United States

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators

Topic: Content - Similarities and differences between life now and in the past.

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.422 show similarities and differences in life now and in the past.	Students will be able to: 1.437 describe the life of a colonial child. 1.438 find several differences between present day life and colonial life. 1.439 find several similarities between your family and a family in the past.	Students will be able to: 2.443 state several similarities and differences between the present day and life before 1800.	Students will be able to: 3.450 state differences and similarities between a child's daily life today and that of a child in pioneer times.		

Performance Indicators

Topic: Content - Important people and events in the past.

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Students will be able to: K.423 identify a significant person from the past.	Students will be able to: 1.440 tell two facts about a famous American. 1.441 tell two facts about a historical event.	Students will be able to: 2.444 list several important people in American history and tell why they are important. 2.445 identify the historical significance of special days in American and Delaware history including: • Delaware Day (December 7) • Presidents Day • Independence Day • Martin Luther King Day 2.446 describe the early native American cultures in Delaware.	Students will be able to: 3.451 choose five famous Americans and relate each to a historical event. 3.452 identify European settlements in early American/ Delaware history.		

Performance Indicators

Topic: Content - Similarities and differences among cultures throughout the world.

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
	Students will be able to: 1.442 give examples of how daily life is different in another culture. 1.443 cite several examples of different customs in another culture.	Students will be able to: 2.447 compare the customs of another culture to your own.	Students will be able to: 3.453 list several customs observed in the United States and tell where those customs originated.		

HISTORY Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

End of Cluster Expectations

By the end of grade 5 students will be able to:

- develop an understanding of Delaware history and its connections with United States history, including:
  -- Native American inhabitants before European contact
  -- Exploration and settlement (1609-1775)
  -- From the First State to the Civil War (1776-1865)
  Growth of commerce, industry, transportation, and agriculture (1865-1945)
  -- Modern Delaware (1945-present)

- develop an understanding of selected themes in United States history, including:
  -- Who are the American people? (demographics, immigration)
  -- How did the United States develop its form of government?
  -- How have advances in technology changed our lives?
  -- Important people in American history

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators

Topic: Content - Delaware history and United States history are connected.

Grade Four	Grade Five
4.453 analyze the impact of major themes in Delaware and United States history through 1850 including: • Demographics (immigration, population) • Development/ Changes in government • Technological change 4.454 identify and describe major events and people in Delaware and United States history during the following periods: • Native American nations of North America (prior to 1500), including Delaware A. Anasazi B. Mound Builders C. Eastern Woodlands Indians D. Iroquois E. Lenni Lanape F. Nanticoke Indians • The exploration and settlement of North America to 1775 A. Christopher Columbus B. Puritans and Pilgrims C. St. Augustine D. Jamestown E. New Sweden F. Triangle trade	5.452 analyze the impact of major themes in Delaware and United States history through the present including: • Demographics (immigration, population) • Development/ Changes in government • Technological change 5.453 identify and describe major events and people in Delaware and United States history during the following periods: Civil War and Reconstruction (1848 - 1877) A. Harriet Beecher Stowe - Uncle Tom's Cabin B. Bleeding Kansas C. Abraham Lincoln D. Battle of Gettysburg E. Emancipation Proclamation F. Fort Sumter G. African-American soldiers (54th Massachusetts) H. Tammany Hall I. Black Codes J. Freedman's Bureau K. Homestead Act

Performance Indicators (Cont'd)

Topic: Content - Delaware history and United States history are connected.

Grade Four	Grade Five
G. William Penn H. Henry Hudson I. Zwaanendael The Revolutionary War/Constitutional Period (1763 - 1800) A. George Washington B. Benjamin Franklin C. Stamp Act D. Declaration of Independence E. Battle of Yorktown F. Constitutional Convention G. Caesar Rodney H. John Dickinson I. Lexington and Concord Initial growth and expansion of the United States (1800 - 1850) A. The War of 1812 B. Thomas Jefferson C. Growth of railroads D. Abolitionism - Frederick Douglass E. Oregon Trail F. Trail of Tears G. Elizabeth Cady Stanton H. Andrew Jackson I. Mexican War	Industrial Revolution and Westward Expansion (1865 - 1910) A. The DuPont family - Delaware B. Andrew Carnegie C. Alexander Graham Bell D. Thomas Edison E. Growth of heavy industry F. Jane Addams G. Populism H. Booker T. Washington I. Plessy v. Ferguson J. Jim Crow laws K. Labor Movement - Samuel Gompers L. Spanish-American War Emergence of United States as a world power (1900 - 1945) A. W. E. B. Dubois B. Theodore Roosevelt C. World War I D. Prohibition E. Ku Klux Klan F. Women's Suffrage - 19th Amendment G. Henry Ford H. Harlem Renaissance I. Great Depression J. Franklin and Eleanor Roosevelt K. The New Deal

Performance Indicators (Cont'd)

Topic: Content - Delaware history and United States history are connected.

Grade Four	Grade Five
J. Louisiana Purchase K. Missouri Compromise L. Harriet Tubman	L. Pearl Harbor M. World War II N. Atomic Bomb O. Tuskegee Airmen Modern Delaware (1945 - present) A. Cold War B. Brown v. Board of Education C. Martin Luther King, Jr. D. John F. Kennedy E. "Space Race" F. Electronic media (cable TV, VCRs, computers, cellular phones) G. Vietnam War H. Louis Redding I. Gulf War J. Richard Nixon K. Sandra Day O' Connor L. Jesse Jackson

GLOSSARY OF TERMS

Social Studies Performance Indicators Grades K-5

A

Artifact - an object made or used by man that is of archaeological or historic interest (e.g., tools, weapons, ceramics, pieces of furniture, etc.)

B

Barter - the direct exchange of goods and services without the use of money.

C

Capital - the equipment, buildings, tools, and manufactured goods that are used in the production of goods and services. (i.e., a machine, a computer, a cookie cutter)

Cardinal Directions - four points on the compass: north, south, east, and west.

Cardinal Locations - north, south, east and west.

Climagraph - a graph that combines average monthly temperature and precipitation data for a particular place.

Climate - how weather conditions vary over a long period of time.

Competition - a marketplace situation where no single seller is important enough to have any appreciable influence over price where the seller is a price taker.

Connections - linkages between places. These may be actual forms of transportation such as road, rail, or air, or the people, goods information, or ideas that flow between places.

Consumers - people who buy or use up goods and services.

Currency - the bills and coins that we use today.

D

Demand - the quantities of a good or service that buyers are willing and able to purchase per time period at alternative prices.

Division of Labor - the process whereby workers perform only a single or a very few steps of a major production task (as when working on an assembly line.)

Due Process - the requirement that the actions of government be conducted according to the rule of law. No government can be above the law.

E

Glossary of Terms
(continued)

Economics - the study of how scarce resources are used to satisfy human wants.

Economic System - The way a society organizes the production, consumption and distribution of goods and services.

Entrepreneur - an individual who recognizes an opportunity that others have overlooked and has the insight to act upon it. In so doing, the entrepreneur obtains factors of production and combines them into products for the marketplace.

G

Geo-graphics - various forms of media that convey the location of places or information, typically maps, air photos, satellite images, and graphs.

Goods - things that satisfy people's wants.

H

Human Resources - (also called labor) represent the quantity and quality of human effort directed toward producing goods and services. The health, strength, education and skills of people.

I

Interdependence - a situation in which decisions or events in one part of the world or in one sector of the economy affect decisions and events in other parts of the world and other sectors of the economy.

International Trade - exchange of goods and services among individuals and businesses in different countries.

M

Macroeconomics - the study of the national economy and the global economy, the way that economic aggregates grow and fluctuate, and the effects of government actions on them.

Market - any arrangement that enables buyers and sellers to get information and to do business with each other.

Mental Map - a map which represents the mental image a person has of any area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding a place.

Mental Mapping - creating a map of an area, together with its features and spatial relationships, from memory.

Microeconomics - the study of the decisions of people and businesses, the interactions of those decisions in markets, and the effects of government regulation and taxes on the prices and quantities of goods and services.

Money - anything commonly accepted in payment for goods and services.

N

Natural Environment - physical features of the earth, derived from conditions of the atmosphere and lithosphere.

O

Opportunity Cost - used synonymously with economic cost, the best alternative use forgone when resources are employed for an item or activity, or the highest valued alternative that must be forgone because another option is chosen.

P

Glossary of Terms
(continued)

Population Tables - graphical presentation of population statistics.

Primary Resource Materials - original documents created during a particular time period (e.g., deeds, wills, diaries, historic maps and photographs, etc.)

Privileges - any of the rights common to all citizens under a modern constitutional government.

Producers - the people who make goods and provide services.

Productive Resources - (also called factors of production) all of the resources that go into making a good or providing a service.

Productivity - the ratios of output (goods and services) produced per unit of input (factors of production) over some period of time.

R

Region - an area of the earth's surface that contains some common human or physical characteristics that give it a measure of homogeneity and make it different from surrounding areas.

Resources - any element in the environment; economists usually use the term to refer to productive resources such as land, labor, capital and entrepreneurship.

Responsibility - the duty or obligation to do something or not to do something.

Rights - that which is due to anyone by just claim, legal guarantees, or moral principles.

S

Savings - income received that is not spent on consumption.

Scarcity - a situation in which wants exceed resources available to satisfy those wants.

Secondary Resource Materials - general articles, publications, or computer-generated references (e.g., books, encyclopedias, periodicals, and newspapers, etc.)

Services - activities that can satisfy people's wants.

Sketch Map - free-hand maps used to organize spatial (locational) information. Such maps stress correct relative location of people or places rather than precise scale.

Specialization - the situation in which people produce a narrower range of goods and services than they consume; applied to workers, the concept refers to a person's occupation and the special training it requires.

Supply - a schedule of how much producers are willing and able to produce and sell at all possible prices during some time period.

T

Thematic Map - a map representing a specific spatial distribution, theme, or topic (e.g., population density, cattle production, or climates of the world).

W

Want - an expressed desire for a good or service. The discipline of economics does not distinguish between wants and needs; all wants are considered equally valid, because wants for one individual may be needs for another.

Way Finding - the skill of choosing a path between two points, often to or from the home.

Weather - day-to-day changes in atmospheric conditions.